**1. Course Number:** EDMD 5100-001   
**Course Title: Media for Children  
Credit Hours:** 3

**Professor:** Mr. Sid Harden

**Office Hours:** I am available when needed through ZOOM. Just send me an email to schedule an appointment.

**Email Address:** [sfh0007@auburn.edu](mailto:sfh0007@auburn.edu)

**2. Date Syllabus Prepared:** August 2020

**3.** **Mode of Instruction**

This course will be taught online using both synchronous and asynchronous ZOOM sessions. There will be 17 live ZOOM sessions and 11 recorded ZOOM sessions. Each live ZOOM session is worth 1.5 attendance points. **ALL students start with 25 attendance points.** Unexcused absences will result in a deduction of these points.

In addition, students may be required to gather resources from the RBD Library, LRC 3400 Quad Haley or the public library. Students should follow all required safety measures and follow LRC and RBD procedures.

**4. *REQUIRED Texts*:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **Author** | **Publisher** | **Publication Date** |
| *Hello Universe* | *Erin Entrada Kelly* | *Greenwillow Books* | *2017* |
| *Hidden: A Child's Story of the Holocaust* | *Dauvillier,Loic* | *First Second*  *Roaring Brook Press* | *2012* |
|  |  |  |  |
|  |  |  |  |
| *Lucky Broken Girl* | *Ruth Behar* | *Penguin/Random House* | *2017* |
| Not So Different: What You Really Want to Ask About Having a Disability  *The Breadwinner, the graphic novel* | *Shane Burchaw*  *Deborah Ellis* | Roaring Brook Press  *Groundwood Books* | *2017*  *2018* |
| Hello Lighthouse  Finding Langston | *Sophie Blackall*  *Lesa Cline-Ransome* | Little, Brown Books for Young Readers  Holiday House | *2018*  2018 |

**Other Materials:**

***Technology:*** The Midterm and Final will be administered online. If you do not have a laptop available for use please notify me as quickly as possible. In addition, **ALL major projects will be technology based**. You will need to be able to create multipage visual projects using PowerPoint, Prezi or some other type of presentation software.

**5. Course Description:** Examination and evaluation of current literature in print and other formats, including oral literature. This class focuses on literary and instructional criteria for selecting and utilizing media.

**6. Course Objectives:**

1. Specify types of media and instructional rationale for each.
2. Evaluate books and digital media, for use with children from preschool into junior high and possibly beyond.
3. Distinguish between: picture books, chapter books, graphic novels and state uses of each.
4. List characteristic developments of childhood, the abilities, and needs of children, as related to media use.
5. Outline stages of children’s interests and reading/viewing/listening habits.
6. Identify works by type (genre), such as fable, myth, epic and hero tale, folktale, fantasy, fiction (including historical), biography, nonfiction (informational/factual).
7. Discuss curricular uses of specific stories and genres.
8. State use, including limitations and advantages of Audio Books & E-books..
9. Define, name, and use selection and finding aids.
10. List the principles governing the selection of materials for school collections (classroom and media center).
11. Select materials on the basis of recommended criteria.
12. State the purpose of a materials selection policy.
13. Outline steps to defend intellectual freedom and handle citizens’ complaints (censorship).
14. Promote literacy and stimulate children’s reading interests by making displays, organizing media areas, reading stories aloud.

**7. Course Requirements:**

* Successfully complete all assignments and activities.
* Successfully master midterm and final covering concepts from textbooks, trade books and lectures/discussions.
* **Attend all live ZOOM sessions and view all recorded ZOOM sessions** as well as participate in activities and discussions in an active and collegial fashion.

***Note:*** Please be aware that the university has the expectation that for each credit hour a course is worth, students should spend between **3 and 3½** total hours per week on that course.

**8. Assignments:**

1. **Media reviews & other activities**
   * + 5 Picture Book Reviews, 3 of your choice, **Hello Lighthouse** and **Little Blue Truck** provided by the instructor
       - These may come from the public library, RBD library or LRC.
       - YOU DO NOT HAVE TO PURCHASE ADDITIONAL BOOKS.
       - **(ALL pictures books should be copyrighted within the past 20 years with a copyright NO EARLIER than 2000. DO NOT REVIEW the following books: *Pete the Cat and his 4 Groovy Buttons, The Day the Crayons Quit, Lucy’s Mask or A Story A Story*)**
     + 2 E-Book Reviews of your choice from **EPIC.**
     + 1 Autobiography, **Not So Different: What You Really Want to Ask About Having a Disability**
     + 1 General nonfiction Review, your choice **TECHNOLOGY BASED** **(should be copyrighted within the past 20 years with a copyright NO EARLIER than 2000)**
     + 3 Chapter Books Reviews **Lucky Broken Girl, Hello Universe, *Finding Langston***
     + 1 Outstanding Author Project **TECHNOLOGY BASED**
     + 1 Magazine Exploration Activity completed online.
     + 1 Graphic Novel BOOK-TALK. **Peer Review**
2. **Outstanding Author Project:** Select a well-known American or English children’s author. Use PowerPoint, Prezi, Google Slides, or another digital program to create a digital poster providing details about your author.

**3.** **Informational Review Project** (technology based): You will use technology to review a general nonfiction book of your choice. Technology will be used to share information and provide evidence for the review.

**4. There will be a 10-point quiz on each of the required readings, prior to discussion of the book. These quizzes are *simple if you have read the book*, but can impact your final grade if you failed to fully read the assigned books.**

**Course Content (Calendar):**

| **Dates** | **Topic/Activity** | **Reading/ Assignments Due** |
| --- | --- | --- |
| **AUG 17**  **LIVE ZOOM** | **Introduction/Welcome**  **Favorite Book**  **Discuss syllabus & projects**  **Discuss importance of EDMD Handbook & Canvas site**  **Story Reading: *A Story a Story!***  **Assign: Read Introduction in Handbook**  **Assign: Read Picture Books and Chapter Books**  **Assign: READING ALOUD SURVEY** | **BEGIN READING *LUCKY BROKEN GIRL*** |
| **AUG 19**  **LIVE ZOOM** | **Story Reading: *Lucy’s Mask***  **The Importance of Reading Aloud**  **Survey Results**  **Picture Books vs. Chapter Books**  **CALDECOTT AWARD** | **READ *HELLO LIGHTHOUSE***  **READ *LUCKY BROKEN GIRL*** |
| **AUG 24**  **LIVE ZOOM** | **RBD Juvenile Collection Overview**  **with Todd Shipman** | **READ *HELLO LIGHTHOUSE***  **READ *LUCKY BROKEN GIRL*** |
| **AUG 26**  **LIVE ZOOM** | **Media Review Guidelines**  **Beginning Literary Terms**  **Terms for Illustrations**  **Sample Review**  **Formative Class Review Activity**  ***Little Blue Truck*** | **Review #1 *Little Blue Truck***  **(COMPLETE IN CLASS)** |
| **AUG 31**  **LIVE ZOOM** | ***HELLO LIGHTHOUSE* DISCUSSION**  **Literary Terms Review**  **Advanced Literary Terms**  **HISTORICAL VS. CONTEMPORARY FICTION**  **REALISTIC FICTION VS CONTRIVED** | **Review #2**  ***Hello Lighthouse*** |
| **SEP 2**  **LIVE ZOOM** | **Story Reading: The Day the Crayons Quit**  ***Lucky Broken Girl* Discussion**  **Pura Belpre’ Award**  **Discuss Literary Terms using Lucky Broken Girl**  **Assign: Read Fables** | ***Lucky Broken Girl* Quiz**  ***Review # 3 Lucky Broken Girl*** |
| **SEP 9**  **REC**  **ZOOM** | **FABLES PPT**  **Discuss Fables, characteristics & history**  **Countries of origin**  **Fable writing activity**  **Assign: Read Folktales** |  |
| **SEP 14**  **REC**  **ZOOM** | **Folktales PPT**  **Discuss Folktales**  **Discuss the Fairytale *Cinderella***  ***Cinderella Comparison Activity***  **Assign: Reader’s Theater**  **Assign: Child Development** |  |
| **SEP 16**  **REC**  **ZOOM** | **FOLKTALES REVIEW**  **Child Development**  **Reader’s Theater PPT**  **Reader’s Theater Activities using Fables & Folktales**  **Assign: Fantasy & SciFi** |  |
| **SEP 21**  **REC**  **ZOOM** | **Fantasy vs. Folktales**  **Folktale VS. Fantasy PPT**  **Hans Christian Anderson**  **Lewis Carroll / Alice in Wonderland** | **3 Picture Book REVIEWS**  **Due**  **(Reviews 4,5,6)** |
| **SEP 23**  **REC**  **ZOOM** | **Contemporary Fantasy**  **Science Fiction**  ***Hugo Award*** |  |
| **SEP 28**  **LIVE ZOOM** | **Outstanding Authors Presentations**  **Assign: Informational Books** | **Outstanding Authors Project due**  **READ**  ***NOT SO DIFFERENT*** |
| **SEP 30**  **REC**  **ZOOM** | **Informational Books**  **Discuss Information book awards**  **Biographies / Autobiographies**  **4 STRATEGIES TO INCREASE INFORMATIONAL READING**  **Quality Informational Books and Beginning Informational Books for Young Children**  **INFORMATIONAL REVIEW RUBRIC**  **Assign: BIBLIOTHERAPY** | **READ**  ***NOT SO DIFFERENT*** |
| **OCT 5**  **LIVE ZOOM** | ***Not So Different: What You Really Want to Ask About Having a Disability* discussion**  **Bibliotherapy**  **Give out Midterm Study Guide** | **Quiz *Not So Different: What You Really Want to Ask About Having a Disability***  **Review # 7 *Not So Different*** |
| **OCT 7**  **LIVE ZOOM** | **General Nonfiction Informational Review Presentations** | **General Nonfiction Informational Review Presentations** |
| **OCT 12**  **LIVE ZOOM** | **MIDTERM**  **Assign: Audio Books & E Books** | **MIDTERM** |
| **OCT 14**  **REC**  **ZOOM** | **Audio Books & E-Books**  **Uses**  **Advantages / Disadvantages**  **Digital Divide**  **Assign: Mythology** | **Read *Finding Langston*** |
| **OCT 19**  **REC**  **ZOOM** | **Mythology PPT**  **Mythology Origins & Characteristics**  **Mythology Writing Suggestions** | **Read *Finding Langston*** |
| **OCT 21**  **REC**  **ZOOM** | **Mythology Review**  **Native American Mythology**  **Assign: Literature Circles** | **Read *Finding Langston***  ***Read HIDDEN*** |
| **OCT 26**  **LIVE ZOOM** | **Finding Langston Discussion & Literature Circle**  **Assign: Graphic Novels** | **Finding Langston Quiz**  **Review # 8 *Finding Langston***  ***Read HIDDEN*** |
| **OCT 28**  **LIVE ZOOM** | **Graphic Novels**  **Online Discussion *Hidden***  ***Batchelder Award***  **Characteristics of quality graphic novels**  **Cautions** | ***Hidden* Quiz**  **Review # 9 *Hidden*** |
| **NOV 2**  **LIVE ZOOM** | **Graphic Novel Book Talks** | **Graphic Novel BookTalk Presentations**  **2 Graphic Novel Reviews # 10 & 11** |
| **NOV 4**  **REC**  **ZOOM** | **Magazine Exploration Activity in class, small group.**  **Alabama Virtual Library**  **ALEX**  **Assign: Poetry/Mother Goose** | ***Magazine Exploration Activity***  ***(Completed in class)***  **Read *Hello Universe*** |
| **NOV 9**  **REC**  **ZOOM** | **Poetry Introduction**  **Children’s Favorite Poetry**  **Mother Goose Rhymes**  **Finger Plays**  **Assign: Poetry Terms & Elements** | **Read *Hello Universe*** |
| **NOV 11**  **REC**  **ZOOM** | **Give out Final Study Guide**  **Poetry PPT**  **Poetry Terms**  **Identifying Poetry Elements, Qualities and Imagery**  **Using Poetry in the Classroom**  **Open Mic Video** | **Read *Hello Universe*** |
| **NOV 16**  **LIVE ZOOM** | **Discuss *Hello Universe***  ***Newbery Award***  **Lit Circle**  **Awards Review Activity**  **Assign: Selection Aids & Intellectual Freedom** | ***Review # 12 Hello Universe***  ***Hello Universe Quiz*** |
| **NOV 18**  **LIVE ZOOM** | **Discuss - Selection Aids**  **Intellectual Freedom**  **Banned Books**  **Procedures for Handling Complaints** |  |
| **NOV 23**  **LIVE ZOOM** | **Final Exam Review** |  |
| **DEC 4**  **LIVE ZOOM** | **FINAL EXAM** | ***12:00 – 2:30*** |

**9. Assessment:**

Students will receive points for assignments throughout the semester based on the following scale:

Media Reviews & other activities (12 total) ………………… 120 Points

Midterm ……………… 100 Points

Final …………...…. 100 Points

Outstanding Author Project ……….………..40 Points

Informational Review Project/Presentation……………………....40 Points

Graphic Novel Book Talk ………………………………………….10 Points

Magazine Exploration Activity……………………………………..10 Points

Required Reading Quizzes ………………..60 Points

Attendance…………………………………………………………..25 Points

**…………………………………………………………. 505 Points Total**

**GRADING SCALE:**  **A 10-point grading scale will be used:**

A (100% - 90%)

B ( 89% - 80%)

C (79% - 70%)

D (69% - 60%)

F (59% or below)

**10. Class Policy Statements:**

***Special notes:***

Auburn University has provided students with email accounts (Tigermail and Canvas.) These accounts are used as the official communication medium between the university and the student. Email originating from Hotmail, Yahoo, Gmail or other non-Auburn sources will *not* be opened by the instructor.

***Professionalism:***

*The College of Education Statement on Professionalism:* As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

*EDMD 5100 Policies related to Professionalism:*

**An important skill for teachers is the ability to communicate effectively with a wide variety of people.** Parents, administrators, students and peers all participate in the communication process with teachers. As such, future teachers should begin to master the art of effective and appropriate communication skills. The instructors are aware that many students utilize shorthand methods of communication with peers that are associated with text message software and hardware. However, this type of communication is ***not appropriate***in a professional setting, such as with instructors and professors. Therefore, the instructors expect students to use standard forms of grammar, punctuation and spelling when using Canvas to inquire about course-related activities or problems. Some examples of inappropriate written communication habits that have been used by past students include:

* Addressing the instructor using inappropriately familiar language
* Use of “Hey…” to begin written communication
* Use of all capital letters in a message
* Failure to punctuate and spell properly
* Formatting written communication as if it were an instant message or text message between peers (particularly the use of text message shorthand)

This list is not exhaustive; however, it does provide a good starting point for proof-reading and editing of written communication. ***Instructor will deduct participation points from student grades if there is a consistent problem with professional written communication. In addition, spelling errors and excessive grammatical errors will negatively impact scores on media critiques or other assigned work.***

**Completing all assigned papers, projects and exams is demonstrating professional behavior.**

**I invite and encourage questions and discussion. Do not be afraid to share your opinion…..just be respectful of other’s opinions….including the instructor’s. ☺**

***Extra Credit is not available. Bonus point activities may be provided at the discretion of the instructor but they will be available to ALL students.***

***Assignment Submission:***

1. Reviews and other assignments are due online in Canvas by the stated deadline.
2. Items turned in 1 class days late will be graded with a maximum score of 7/10 unless the student presents a valid medical excuse. Assignments presented after 2 class days will not be accepted and will receive a grade of zero (0).

***Data Maintenance:***

It is the *student's responsibility* to maintain backup copies of assignments and to complete the work in the time available. Students are *strongly encouraged* to utilize their public server space provided by Auburn University as one of their back-up options. However, this should **not** be the **only** option used by students. Data storage devices and multiple copies of files should also be used to guard against data loss. **Failure to submit assignments due to data loss or printer problems is not an acceptable excuse.**

**Attendance Policy**

This class is organized as a seminar. **Accordingly, student attendance, thorough preparation and active participation are expected and mandatory at every session.**

**Any foreseeable absences should be discussed with the instructor in advance. ATTENDANCE IS REQUIRED FOR ALL LIVE ZOOM SESSIONS.** Each live ZOOM session is worth 1.5 attendance points. **ALL students start with 25 attendance points.** ***Attendance will be determined by your ZOOM Login and participation.***

**Unexcused absences will result in a deduction of these points.**

* Written, *University approved*, documentation should be provided for any absence resulting from extenuating circumstances as outlined in the Tiger Cub Student Handbook which can be found at: <http://www.auburn.edu/student_info/student_policies/>
* Failure to provide such documentation within one week of the student’s return to class will result in the absences being classified as “unexcused” and any work missed will be unable to be made up. Students are responsible for keeping up with work and what is happening in class. If students are absent, late or leave early, they are still responsible for deadlines and project requirements on exercises and exams.
* Sleeping or being inattentive during class is **unprofessional**.
* The use of a cell phone during class is **unprofessional**, except as designated by the instructor.
* **Students are responsible for initiating arrangement for missed work due to an absence.**

***Sending an email notifying me of an absence DOES NOT MEAN your absence is excused. Absences are only excused if you provide me with a valid medical excuse.***

***Late Arrival:***

If you arrive after the instructor has started class, see the instructor after class to be certain you were marked present. Attendance points may be deducted for being more than 30 minutes late or being repeatedly late for class, unless you have discussed the reason for this with the instructor.

***Make-up exams and late projects:***

* Make-ups will be given only for University approved excuses as outlined in the Tiger Cub at: <http://www.auburn.edu/student_info/student_policies>

* Arrangements to take a make-up quiz or an exam must be made in advance.
* Students who miss an exam or a project presentation because of illness need a doctor’s statement of verification of sickness and should clear the absence with the instructor the day they return to class.
* Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

***Academic Misconduct:***

* All acts of dishonesty (including, but not limited to: giving or receiving assistance on exams or quizzes, **acts of plagiarism**, **submitting work completed by another individual**) in any work constitute academic misconduct.
* The University Academic Honesty Code will be followed in the event of academic misconduct.
* Acts of suspected dishonesty in any work will result in a grade of “NR” being submitted as the final course grade for all parties involved. This grade will remain in effect until the outcome of Academic Honesty proceedings has been determined.
* See Student Policy e-Handbook for more specific information. <http://www.auburn.edu/student_info/student_policies/>

***Accommodations:*** Students who need accommodations are asked to arrange a private ZOOM meeting the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Accessibility Office at 1244 Haley Center, 844-2096 (V/TT). I CANNOT provide or modify accommodations until I have received official notification from the Accessibility Office.

***Other Class Policy Statements:***

***The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.***

***Sending an email notifying me of an absence DOES NOT MEAN your absence is excused. You are allowed 1 NO EXCUSE absence. All other absences are only excused if you provide me with a valid medical excuse.***

***Extra Credit is not available. Bonus point activities may be provided at the discretion of the instructor but they will be available to ALL students.***